

## **Appendix F: VSBPE POLICIES**

**CODE: SB/N1**

### **VERMONT STANDARDS BOARD FOR PROFESSIONAL EDUCATORS**

#### **POLICY FOR STATE APPROVAL AND INTERSTATE CERTIFICATION RECIPROCITY (NASDTEC) FOR TEACHER EDUCATION PROGRAMS**

The Vermont Standards Board for Professional Educators will approve teacher preparation and continuing education programs according to procedures in section 5900 of the Regulations Governing the Licensing of Educators and Preparation of Educational Professionals, July 1989, amended July, 1991; and the NATIONAL ASSOCIATION OF STATE DIRECTORS OF TEACHER EDUCATION AND CERTIFICATION STANDARDS, 1989 revised edition.

The Standards Board will follow procedures as approved in the Guide For State Approval and Interstate Certification Reciprocity for Teacher Education Programs in Vermont which is attached hereto.

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**DATE ADOPTED:** 10/30/92

**DATE REVISED:**

**LEGAL REF:** 16 V.S.A. 164, Chpt.59, Sub.Chpt.1, 2041-2049, Sub.Chpt. 2, 2061; 2062;  
Lic.Reg: 5900; Memorandum of Agreement: Sec.VII

**CROSS REF:** N2; N3

**ANNOTATIONS/BRIEF HISTORY:** Noted in PSB minutes 9/17/90

**CODE: SB/N2**

**VERMONT  
STANDARDS BOARD FOR PROFESSIONAL EDUCATORS**

**POLICY ON APPOINTMENT OF TEAMS TO  
EVALUATE INSTITUTIONS PREPARING TEACHERS**

A team to evaluate institutions preparing teachers shall be appointed by the Standards Board for Professional Educators.

The team will include:

- One (1) member of the VSBPE
- One (1) member of the professional teacher education community
- Two (2) members at large recommended by the VSBPE Higher Education Committee

Additional members may be added to the team at the discretion of the VSBPE.

To facilitate the appointment of teams:

- 1) The Standards Board for Professional Educators authorizes the Licensing and Professional Standards Office to manage the program approval process.
- 2) The Licensing and Professional Standards Office will submit the team members for each program approval visit to the Standards Board for final approval.
- 3) The chair of the Standards Board will refer such program approval team membership lists as are described in paragraph #2 above to the appropriate standing committee to review, either itself or through a sub-committee, and make recommendations to the full Standards Board.
- 4) The Commissioner and the Standards Board will enter into an agreement authorizing these procedures to evaluate educator preparation programs and review this accord as needed so that the Commissioner or the Standards Board may recommend changes.

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**DATE ADOPTED:** 10/30/92

**DATE REVISED:** 4/30/93; 4/12/06

**LEGAL REF:** Lic. Regs: 5920; Mem. of Agr: Sec. VII

**CROSS REF:** N1; N3

**ANNOTATIONS/BRIEF HISTORY:** Adopted by State Board of Ed. 5/14/90 Noted in PSB Minutes 7/30-31/90; 3/22/06

**CODE: SB/N3**

**VERMONT  
STANDARDS BOARD FOR PROFESSIONAL EDUCATORS**

**POLICY ON FOLLOW-UP VISITS FOR TEACHER EDUCATION  
PROGRAMS WHO HAVE BEEN GRANTED LIMITED OR  
CONDITIONAL APPROVAL**

It is the policy of the Professional Standards Board that follow up visits by the Board are required to all colleges and universities where the original visiting team for program approval granted conditional or limited approval because of areas of needed improvement. Exceptions may be granted by the Board after recommendation by its Higher Education Committee. Requests for such exceptions may originate with the Higher Education Committee or the institution.

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**DATE ADOPTED:** 10/30/92

**DATE REVISED:**

**LEGAL REF:**

**CROSS REF:** N1; N2

**ANNOTATIONS/BRIEF HISTORY:** Noted in PSB minutes 7/13-14/92

**VERMONT  
STANDARDS BOARD FOR PROFESSIONAL EDUCATORS**

**POLICY ON THE SELECTION OF MEMBERS OF VISITING TEAMS  
FOR TEACHER PREPARATION PROGRAM APPROVAL VISITS**

It is the policy of the Standards Board for Professional Educators (hereinafter "Standards Board") to attract the most qualified individuals to serve on visiting teams in the teacher preparation program approval process.

At the same time, it is essential to the operations and credibility of the Standards Board that a visiting team not only be independent and impartial and that its recommendations be made solely on the merits of the institution visited, but that a visiting team is perceived as being free from any bias or prejudgment as well.

Public confidence in the integrity of the Standards Board may be lessened whenever a conflict, or perceived conflict, exists between the private interests of a visiting team member and his or her official responsibilities. Such confidence is also eroded when unqualified persons are selected to serve on visiting teams.

Therefore, to ensure fairness and impartiality in the visiting team process, while at the same time attracting those most qualified to serve in that process, the following policy is hereby adopted:

**I. INTENT**

It is the intent of this policy to establish a procedure for the selection of visiting team members that is simple to implement, assumes the integrity of those asked to serve, provides both informal and formal objective reviews of any questions concerning the qualifications or propriety of an individual asked to serve on a visiting team, and vests the Standards Board with the final authority on this subject.

**II. PROCEDURE**

A. At such time as a visiting team is to be selected, the Licensing and Professional Standards Office shall develop a proposed list of individuals to serve on the visiting team. The Licensing and Professional Standards Office shall contact each person on the team and, in addition to inquiring as to the willingness of each person to serve, shall further inquire in detail about whether the person is qualified to serve and whether any actual or perceived conflicts of interest might interfere with the person's service on a visiting team.

B. Upon the Licensing and Professional Standards Office's satisfaction that the team contains persons who are qualified to serve and would not present any actual or perceived conflict of interest, the institution to be visited shall be notified of the names of visiting team members. The institution may request in writing that one or more members be removed from the team and a substitution be made either because of a lack of qualifications, conflict of interest or perceived conflict of interest. The underlying reasons for the request shall be included in the written request. The request shall be submitted to the Licensing and Professional Standards Office.

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**DATE ADOPTED:** 3/21/94

**DATE REVISED:** 4/12/06

**LEGAL REF:** Lic. Regs. 5920; Memorandum of Agreement - Sec.VII

**CROSS REF:** N1, N2, N3

**ANNOTATIONS/BRIEF HISTORY:** Noted in VSBPE Minutes 2/13/06; 3/22/06

C. Upon receipt of such request, the Licensing and Professional Standards Office shall notify the member or members identified by the institution of the request and of the underlying reasons therefore. The member or members so identified shall either agree to be replaced or seek further guidance through informal discussion with the Higher Education Standing Committee.

D. The Licensing and Professional Standards Office shall present the team to the Higher Education Standing Committee of the Standards Board for review and approval. If any request remains unresolved at the conclusion of the review by the Higher Education Standing Committee, the matter shall be referred to the Standards Board for a final decision. The Standards Board shall decide the matter based upon any written documentation and staff or committee reports. At its discretion, the Standards Board may hear from the member or members in question and the institution.

### III. DEFINITIONS

For the purposes of this policy, the following terms are defined:

"Lack of qualifications" means the lack of training, education or experience necessary to understand or evaluate the program under review.

"Conflict of interest" means a significant pecuniary, job-related or personal interest in the outcome of the review of a teacher preparation program.

"Perceived conflict of interest" means a pecuniary, job-related or personal interest in the outcome of the review of a teacher preparation program on the part of a visiting team member that might be viewed as:

- (a) Undermining his or her independence or impartiality of action,
- (b) Causing him or her to act on the basis of unfair considerations, unrelated to the merits of the matter,
- (c) Causing him or her to give preferential treatment to another interest, unrelated to the merits of the matter,
- (d) Using visiting team membership for the advancement of personal interest,
- (e) Using visiting team membership to secure special privileges or exemptions,
- (f) Otherwise adversely affecting the confidence of the public in the program approval process.

**CODE: SB/N6**

**VERMONT  
STANDARDS BOARD FOR PROFESSIONAL EDUCATORS**

**POLICY ON THE USE OF  
RESULTS OF PROGRAM APPROVAL VISITS**

If an institution uses the results of its program approval visit in its publications, it must include program approval status and must ensure that all material presented is accurate, current and balanced.

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**DATE ADOPTED:** 2/9/95

**DATE REVISED:**

**LEGAL REF:** Lic.Regis: 5900

**CROSS REF:** N1; N2; N3; N4

**ANNOTATIONS/BRIEF HISTORY:**

**VERMONT  
STANDARDS BOARD FOR PROFESSIONAL EDUCATORS**

**POLICY AND PROCEDURES ON IMPLEMENTING RECOMMENDATIONS FOR  
LICENSURE THROUGH APPROVED PROGRAMS**

As a matter of policy, the Standards Board for Professional Educators is committed to a successful transition for a student completing an approved program to becoming a licensed educator.

The recommending institution and the Licensing Office of the Department of Education are partners in this transition and every effort should be made to ensure accurate, consistent, and efficient procedures for implementing a final recommendation for licensure and issuing a license.

After consultation with representation from educator preparation institutions and the Licensing Office, the procedures of the recommending institution and the Licensing Office have been delineated.

Procedures for the recommending institution will include:

- having a shared decision-making process, with institutional appeal procedures, which will result in a licensure recommendation;
- Having one person, other than the registrar, be responsible for affixing the "caused to be" stamp to the transcript. The person is the "final checker".
- maintaining clear records on issues of licensure and keeping those records in one location;
- Providing to the Licensing Office an annual list of all recommendations for licensure.

Procedures for the Licensing Office will include:

- creating applications and providing them to the institutions;
- processing applications when all information, including transcripts, is complete;
- Only accepting transcripts that have the official recommendation stamp. The wording on the official stamp shall be the same at each institution.
- setting up a file for each individual recommended for licensure;
- checking criminal records, oath, child support and tax forms;
- issuing the license to the educator;
- Reviewing a sampling of applications for accuracy, including but not limited to, program of preparation, student teaching, and degrees conferred.

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**DATE ADOPTED:** 6/1/95

**DATE REVISED:**

**LEGAL REF:** Memorandum of Agreement-Sec.VII; Lic. Regs: 5310; 5900

**CROSS REF:** A3; N3; N4; N5

**ANNOTATIONS/BRIEF HISTORY:**

**VERMONT  
STANDARDS BOARD FOR PROFESSIONAL EDUCATORS**

**POLICY ON INTERPRETATION OF THE MAJOR IN LIBERAL ARTS  
OR SCIENCES**

Licensing regulations require that all candidates for licensure have completed a major in the liberal arts or sciences. A major is defined in the regulations as "at least thirty credit hours from an accredited/approved four-year institution that are organized in a logical developmental sequence." An interdisciplinary major is defined as "a planned program of study approved by the institution which includes courses in no more than three liberal arts and sciences disciplines and at least 18 hours in one of those disciplines."

It shall be the policy of the Standards Board to interpret these regulations as follows:

- I. All baccalaureate candidates for licensure, unless otherwise exempted by regulation, shall document a major in the liberal arts or sciences by:
  - a. A major listed on a transcript; or
  - b. Thirty credit hours that fulfill the definition of a major.
- II. All post-baccalaureate candidates for licensure, unless otherwise exempted by regulation, shall document a major in the liberal arts or sciences by:
  - a. A major listed on a transcript; or
  - b. Thirty credit hours that fulfill the definition of a major; or
  - c. Documentation and evaluation of equivalent learning experiences. Evaluation shall be done by the recommending institution; or
  - d. A combination of "b" and "c".
- II. Each institution with an approved program, the Peer Review process, or other processes for becoming licensed specified in section 5300 of the licensing regulations shall define its own process for students to document, and for the institution or process to evaluate, equivalent learning experiences. Each institution shall document its evaluation in its Institutional Portfolio for program approval.

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**DATE ADOPTED:** 5/3/96

**DATE REVISED:** 4/12/06

**LEGAL REF:** Licensing Regulations: Definitions; sec. 5231; sec. 5900

**CROSS REF:** N1; N6; N7

**ANNOTATIONS/BRIEF HISTORY:** Noted in VSBPE Minutes 2/13/06, 3/22/06



**VERMONT  
STANDARDS BOARD FOR PROFESSIONAL EDUCATORS****POLICY ON ALTERNATE TO STUDENT TEACHING IN  
APPROVED PROGRAMS**

The Standards Board for Professional Educators believes that a supervised, concentrated field experience in an appropriate setting is a necessary component in the development of competent educators. The majority of individuals seeking licensure through an approved Vermont Educator Preparation Program complete a traditional student teaching experience. A candidate, seeking licensure through an approved program, who has had extensive teaching experience that may have been in a setting other than a regular public school classroom may apply all or part of that experience as an alternate to student teaching. The alternate experience is evidenced by the following criteria:

1. Verification of the equivalent of twelve (12) consecutive weeks of teaching experience in an educational setting.
2. Supervision by a qualified person (i.e. a certified educator or a professional, who carries a credential or license appropriate to the occupation, in the field). The qualifications are determined by a resume review.
3. Documentation of sustained supervised experience in the knowledge and performance standards as well as any additional requirements in the endorsement area or field.
4. Documentation of sustained supervised experience at the instructional level for which licensure is sought.

Responsibility for determining an alternate experience rests with the institution.

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**DATE ADOPTED:** 6/4/96

**DATE REVISED:** 4/12/06

**LEGAL REF:** Lic. Regs: Definitions; sec. 5234; sec. 5900

**CROSS REF:** N1; N6; N7; N9

**ANNOTATIONS/BRIEF HISTORY:** Noted in VSBPE Minutes 2/13/06; 3/22/06

**VERMONT  
STANDARDS BOARD FOR PROFESSIONAL EDUCATORS**

**POLICY ON STUDENT TEACHER PLACEMENT  
WITH A NON-VERMONT LICENSED COOPERATING TEACHER**

In order to place student teachers with non-Vermont licensed cooperating teachers, educator preparation programs must have a written policy, approved by the Vermont Standards Board for Professional Educators (VSBPE), for these placements. This policy will be reviewed as part of the ROPA process.

Each college will submit policies and procedures ensuring the quality of these placements consistent with *Regulations Governing the Licensing of Educators and the Preparation of Educational Professionals* including the *16 Principles for Vermont Educators*, and the knowledge and performance standards as well as any additional requirements for the endorsement area(s).

Data concerning these placements will be maintained by each program and included in the Institutional Portfolio for review.

Alternate routes to licensure are also subject to this policy.

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**DATE ADOPTED:** 7/15/99

**DATE REVISED:** 4/12/06

**LEGAL REF:** Lic.Reg. 5923.3 b

**CROSS REF:**

**ANNOTATIONS/BRIEF HISTORY:** Noted in VSBPE Minutes 2/13/06; 3/22/06

**CODE SB/N12 (Formerly G6)**

## **VERMONT STANDARDS BOARD FOR PROFESSIONAL EDUCATORS**

### **POLICY ON STUDENT TEACHING AND/OR PRACTICUM REQUIREMENTS FOR DUAL INITIAL LICENSURE, ADDITIONAL ENDORSEMENT, OR MULTI-LEVEL ENDORSEMENT**

The Vermont Standards Board for Professional Educators believes that a supervised, concentrated student teaching experience in an appropriate setting is a necessary component in the development of competent beginning educators. *Regulations Governing the Licensure of Educators and the Preparation of Educational Professionals* (9/03) define student teaching as "a minimum of twelve (12) consecutive weeks of supervised, concentrated field experience required for initial licensure, including student teaching, internship, or other concentrated field experience however named, in which the student shall gradually assume the full professional roles and responsibilities of the initial endorsement sought (section 5150)." If more than one initial endorsement is sought, then additional practicum requirements, as specified in the "Additional Requirements" section for that endorsement, will apply. This is the case if the additional endorsement is sought after initial licensure as well.

For candidates seeking licensure or additional endorsement in a endorsement area that offers a PK-12 authorization (i.e., physical education, health education, dance, theatre arts, music, art, English as a Second Language, and modern and classical languages) the instructional level granted by the Institution of Higher Education or the Department of Education Licensing Office shall depend on three factors:

- The span of human development (i.e., early childhood through early adolescent and/or early adolescent through young adulthood) studied by the student in his/her coursework
- The developmental range (i.e., PK- grade 6 and/or grades 7-12) of the instructional methods studied by the student in his/her coursework
- The instructional levels of the student teaching and/or practicum placements of the student

For candidates seeking licensure or additional endorsement as a Special Educator or Consulting Teacher, the instructional level granted by the Institution of Higher Education or the Department of Education Licensing Office shall depend on three factors:

- The span of human development (i.e., early childhood through early adolescent and/or early adolescent through adulthood) studied by the student in his/her coursework
- The developmental range (i.e., K- grade 8 and/or grade 7- age 21) of the instructional methods studied by the student in his/her coursework
- The instructional levels of the student teaching and/or practicum placements of the student

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**DATE ADOPTED:** 3/15/05, moved to Section N 3/28/06

**DATE REVISED:**

**LEGAL REF:** Lic. Regs: 5442, 5443, 5444, 5923

**CROSS REF:** Noted in VSBPE minutes 11/8/04

**ANNOTATIONS/BRIEF HISTORY:**

**CODE: SB/N13**

**VERMONT  
STANDARDS BOARD FOR PROFESSIONAL EDUCATORS**

**POLICY FOR REQUESTS FOR APPROVAL OF NEW PROGRAMS**

To request a review of a new educator preparation program, a college must follow the following steps and observe the following timelines:

1. A letter from the president to request the visit must be received at least six months before the program review visit is conducted.
2. Provide documentation of progress existing programs have made toward addressing the concerns of the visiting team(s). Pay special attention to programs under conditional approval.
3. Upon receipt of the letter, documentation, and approval of the Vermont Standards Board for Professional Educators (VSBPE), the visit date will be established by the Licensing and Professional Standards Office in cooperation with the college.
4. A Program Review Team will then be composed by the Licensing and Professional Standards Office and approved by the college. The Team will then be approved by the VSBPE.
5. At least two months prior to the scheduled visit, the Institutional Portfolio for the proposed program(s) is sent to the Licensing and Professional Standards Office designated staff and to the approved members of the Program Review Team.
6. The Program Review Team reviews the Institutional Portfolio and determines if any additional information is needed.
7. Visit is conducted.

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**DATE ADOPTED:** 10/14/99

**DATE REVISED:** 4/12/06

**LEGAL REF:** Lic. Regs.: Section 5900

**CROSS REF:**

**ANNOTATIONS/BRIEF HISTORY:** Noted in VSBPE Minutes 2/13/06; 3/22/06

**VERMONT  
STANDARDS BOARD FOR PROFESSIONAL EDUCATORS**

**POLICY ON ACADEMIC COMPETENCE FOR STUDENT TEACHING**

Statement of Purpose. This policy is to provide guidance to approved educator preparation programs on the application of Vermont State Board of Education Rule 5923.2 (c), establishing academic standards for candidates for student teaching. The VSBPE interprets Rule 5923.2 (c) as follows:

Policy.

1. An approved teacher preparation program is not required to use a particular minimum grade-point average (e.g. 3.0 on a 4 point scale) when determining whether a student has attained the B average required to begin student teaching. However, an approved program must apply the same grade-point standard to student teaching candidates as is applied by the program's host institution to determine other academic honors, such as its Dean's List or Honor Roll.

For example, a student with a 2.8 grade-point average will qualify for student teaching if a 2.8 grade-point is treated by his or her institution as a B average for all other purposes. Accordingly, if an institution equates the attainment of a 3.0 grade-point average with a B average, a student must have achieved a 3.0 average at that institution before entering student teaching.

2. In accordance with Rule 5923.2 (c), a student who has not attained academic competence as attested by an overall B average and a B average in field of major studies as defined by the institution, prior to beginning student teaching may be placed in a student teaching position on written assurance of intellectual competence by the institution's academic dean.

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**DATE ADOPTED:** 7/31/01

**DATE REVISED:** 4/12/06

**LEGAL REF:** Rule 5923.2 (c)

**CROSS REF:**

**ANNOTATIONS/BRIEF HISTORY:** Noted in VSBPE Minutes 2/13/06; 3/22/06

**VERMONT  
STANDARDS BOARD FOR PROFESSIONAL EDUCATORS**

**POLICY ON APPROVAL OF POST-BACCALAUREATE AND NON-  
DEGREE GRADUATE LEVEL EDUCATOR PREPARATION  
PROGRAMS**

Post-baccalaureate programs are educator licensure programs that are based on approved undergraduate educator preparation programs and designed for candidates who possess an undergraduate degree and seek only to complete the program's licensure requirements.

Non-degree graduate level programs are based on approved graduate level educator preparation programs and designed for candidates who possess either an undergraduate or graduate degree and seek only to complete the program's licensure requirements.

Institutions seeking to recommend candidates for educator licensure via completion of a post-baccalaureate or non-degree graduate level preparation program shall be required to obtain approval for these programs from the Vermont Standards Board for Professional Educators.

When these programs are the same as or part of the programs to which they are attached, they will be reviewed as part of those programs. In the case of post-baccalaureate programs, the approval process will include review of the program's entrance requirements and process for review of applicants' academic credentials. In regard to non-degree graduate programs, when an endorsement requires a graduate degree (e.g., school counselor), the program's criteria for determining which graduate degrees are comparable to the graduate degree required for licensure shall be reviewed. When post-baccalaureate or non-degree graduate programs' structures, processes, or content are different from the programs to which they are linked, they must provide documentation of how they ensure that candidates meet the licensure and endorsement standards for Vermont educators. The standards and performance criteria for exit from the post-baccalaureate and non-degree graduate programs shall be the same as the standards for all approved educator preparation programs in Vermont.

Institutions of higher education with approved post-baccalaureate and/or non-degree graduate level programs shall, during their full Results-Oriented Program Approval (ROPA-R) reviews, describe their entrance and exit criteria for all programs in the Institutional Portfolio, and provide documentation (e.g., candidate portfolios, sample admission reviews) from candidates in these programs during the review process.

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**DATE ADOPTED:** 11/8/04

**DATE REVISED:**

**LEGAL REF:** Lic. Regs: 5931

**CROSS REF:** Noted in VSBPE minutes 1/15/04, 2/5/04, 3/8/04, 3/29/04, and 10/15/04

**ANNOTATIONS/BRIEF HISTORY:**